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ABSTRACT

Designed to allow teachers and students to take a pro-active approach to learning about Cameroon, the guide is a starting point for research and discussion with information that enables students to identify patterns of culture and geography. In the first section, details on Africa and Cameroon provide information that can be personalized for each class depending on ages, other subjects being studied, and students' abilities and interests. The second section utilizes questions to encourage students to look beyond the differences in Cameroonian society and culture and focus on the similarities with their own communities. Produced and available from the World Wise School Office, a videotape, "Destination: Cameroon," compliments this section and offers additional instructional material. The third section includes 11 activities and 9 worksheets to give students an opportunity to learn more about Cameroon through research, by working in teams, and by problem solving. The final section lists 38 additional resources on Cameroon and Africa and 13 African studies resource centers. Maps of Cameroon, Africa, and the world show country locations and countries where Peace Corps Volunteers serve. (CK)

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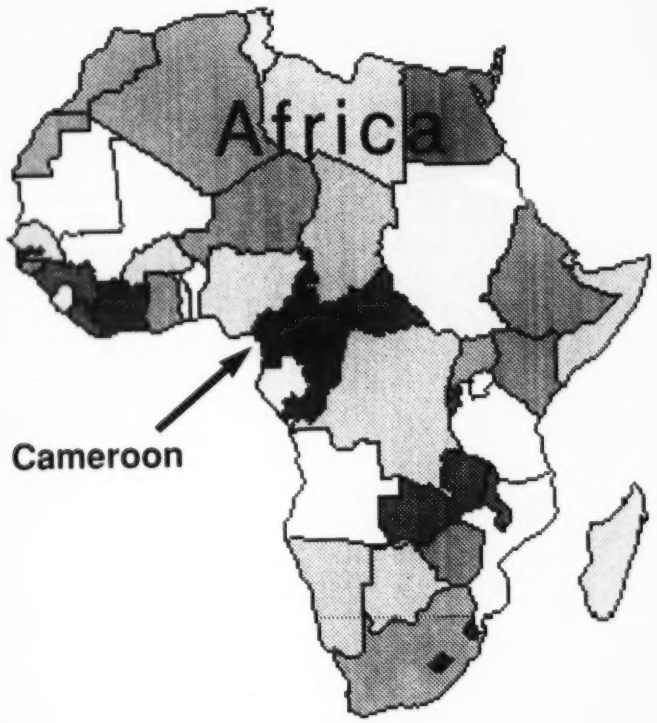

Study Guide

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WWS 16T-92

About the Guide

Since 1961, Peace Corps Volunteers have been providing the people of other countries with the knowledge and tools necessary to improve their standard of living. At the same time Volunteers have helped others around the world learn more about the United States. In turn, the Peace Corps has also helped to increase our awareness and understanding of societies and cultures outside the United States.

One of the most successful methods of teaching others about the countries and communities where Peace Corps Volunteers live and work is the World Wise Schools program. This unique program facilitates communication between current Peace Corps Volunteers and teachers and students across the United States. This *Destination: Cameroon* guide and others in the series were produced by World Wise Schools to provide teachers and students with a structured approach to learning about people and places around the world. Since much of the information in these guides is from current or former Peace Corps sources, teachers and students using this guide will receive a unique and contemporary view of Cameroon.

The guide has been designed to allow teachers and students to take a pro-active approach to learning about Cameroon. In the first section, teachers will find an array of information that can be personalized for each class depending on ages, other subjects being studied, student abilities and interests, etc. This section contains details on Africa and Cameroon, including sociology and geography as well as statistical information.

The second section of the guide was written to be utilized with the videotape "Destination: Cameroon" which was sent under separate cover to your school's media department. Questions in the second section will encourage students to look beyond the differences in Cameroonian society and culture and focus on similarities with their own communities.

The third section of this guide includes activities and worksheets which can give students an opportunity to learn more about Cameroon through research, by working in teams and by solving problems. The final section lists additional resources that can be used for expanding their knowledge of Cameroon and Africa.

Your students' and school's relationship with your own Peace Corps Volunteer is very important to the success of the World Wise Schools program. Use this guide as a starting point for research and discussion on the country in which your Peace Corps Volunteer lives. Along with the other guides, *Destination: Cameroon* provides information that enables students to identify patterns of culture and geography, thereby broadening their understanding of your Peace Corps Volunteer's host country. a means for comparison for studying your Volunteer's country and it provides information enabling students to identify patterns of culture and geography.

World Wise Schools welcomes comments on all of its materials and encourages you to share with us the activities you or your colleagues develop and find effective.

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Part I:

Information for Teachers

The Peace Corps of the United States

The Peace Corps of the United States was created when President John F. Kennedy issued an Executive Order on March 1, 1961.

Since that time, over 140,000 Volunteers have assisted people in other countries develop skills to fight hunger, disease and poverty, and to improve their standard of living. In return, Volunteers have seen themselves, their country, and the world from a new perspective. Peace Corps, seeking to promote world peace and friendship, has three goals:

1. To help the people of interested countries meet their needs for trained men and women;

2. To help promote a better understanding of the people of the United States on the part of the peoples served; and,

3. To promote a better understanding of other people on the part of the people of the United States.

Since the first group of Volunteers arrived in Ghana, West Africa, in 1961, Peace Corps Volunteers have served in more than 100 countries. Although programs vary from country to country based on the nation's needs and requests, Volunteers traditionally offer skills in the areas of education, agriculture, business, engineering, community development, natural resources, and health. Recent program additions have included environmental education, special education, and the development of programs aimed at improving the status of women and their families.

Before placement at their sites, Volunteers receive training in the language and culture of their host countries, as well as in specific technical skills. Cross-cultural training, which includes the study of the history, customs, and values of the host country, prepares Volunteers to become part of a local community for the duration of their two-year service.

Today, more than 6,000 Peace Corps Volunteers are working in over 90 countries around the globe. Although the average age of Volunteers in 1961 was twenty-two, today it is approximately thirty-one; in fact, one out of eight current Volunteers is over the age of fifty. By living and working within their local communities, Peace Corps Volunteers not only learn about the people of their host countries, but also offer people around the world a chance to learn first hand about the people of the United States. Volunteers also support the third goal of Peace Corps: teaching citizens of the United States about the people and culture of their host countries.

World Wise Schools promotes the third goal of Peace Corps by matching current Volunteers with third through twelfth grade classes throughout the United States in an information exchange. The program, which began in 1989, promotes geographic and cross-cultural awareness while developing the spirit of volunteerism. Today almost 3000 classes from all fifty states are enrolled in the program.

When Peace Corps Volunteers return from overseas, they bring an intimate knowledge of other peoples and cultures. They understand that the ability of the United States to function in the world community depends on its understanding of other cultures. They know that global interdependence is a reality, not just a catchword. When Volunteers share their experiences with their World Wise classes, they help others to fashion a broader world view.

Fundamental Themes of Geography

Source: Maryland Geographic Alliance and Baltimore County (Maryland) Public School teachers. Adapted with permission.

Location:
Position on the Earth's Surface.

All locations can be defined as precise points on the earth's surface identified by a grid system of latitude and longitude (absolute location). Location can also be communicated by describing a place in relationship to other places (relative location). Students learn about location when asked to:

- use direction, distance, scale, and standard symbols on a map;
- use a number/letter system or latitude and longitude to locate places on maps;
- suggest reasons for the location of a city, road, factory, school, or store.

Place:
Physical and Human Characteristics

All places on the earth have distinctive features that give them meaning and character and distinguish them from other places. Places may be characterized by their physical features (climate and landforms) and human characteristics (population, settlement, and economics). Students learn about place when asked to:

- describe different kinds of shelters based on environment and culture;
- use text references and maps to describe the climatic characteristics of a nation or region;
- analyze a place based on a song, picture, or story.

Relationships within Places:
Humans and their Environments

Understanding the impact of humans on the environment involves learning about the physical and social factors that produce environmental change. People modify or adapt to natural settings in ways that reveal their cultural values, economic and political circumstances, and technological abilities. Students learn about relationships within places when asked to:

- evaluate how people use the physical environment to meet their needs;
- analyze the relationship between the use of natural resources and the economy of a region;
- describe environmental changes resulting from the use of tools and technology.

Movement:
Humans Interacting on Earth

People interact with each other both locally and globally by travel, communication, and the exchange of goods and services. Visible evidence of global interdependence and the interaction of humans and places includes the movement of people, ideas, and materials. Students learn about movement when asked to:

- explain how the need for natural resources encouraged exploration and settlement;
- define examples of cultural borrowing and cultural diffusion;
- predict the impact of migration on an area.

Regions:
How They Form and Change

A region is an area that displays unity in terms of selected characteristics that distinguish it from other areas. Some regions are defined by one characteristic such as government, language, or land; others by the interplay of many criteria. Regions may be redefined as criteria change. Students learn about regions when asked to:

- use selected criteria to outline geographic regions on maps;
- compare political, economic and social differences among regions;
- evaluate how the boundaries of a region might change.

African Views

Source: Stein, Harry. *African Views.* New York: African-American Institute, 1991. Adapted with permission.

Introduction

In 1969 a School Services Division was created by the African-American Institute. Its aim was to help educators improve what was taught about Africa in schools.

That initial goal is as relevant today as it was in 1969. Myths about the peoples, countries and geography of Africa continue to be the source of many peoples' knowledge and beliefs about the continent.

One of the first insights that became apparent to the newly-formed division was that little was actually known about what Africans themselves felt should be taught regarding their homeland. Research by staff members found that numerous Africans regularly work or study in the United States for extended periods of time. An assessment of their views was determined to be an essential first step in assisting educators to present Africa realistically and in a consistent manner to American students.

The staff of the School Services Division prepared a questionnaire which was sent to over six hundred Africans in this country and in Africa. Nearly two hundred replies were received. Slightly over half were from West Africa, twenty percent were from both East Africa and Southern Africa and less than five percent of the responses were from North Africa. The suggestions and ideas that follow are taken from the responses to the questionnaire.

Be wary of stereotypes which often fall into the following categories:

Physical Features

Very few areas of the continent can be characterized as tropical rain forest or "jungle."

Most of the continent is a plateau with vast expanses of open grasslands or areas of mixed trees and grassland. Africa consists of a wide range of topographic and climatic regions.

Terminology

Educators should stress the existence of the fifty-two independent states in Africa inhabited by peoples who differ physically, culturally, and linguistically. Generalizations and the expedient use of the collective term "Africa" to describe a vast continent with over 650 million inhabitants are best avoided.

African ethnic groups, known to Europeans as Bushmen, Hottentots and Pygmies, do not call themselves by such terms. The "Bushman-Hottentot" people call themselves Khoi-Khoi or Khoisan peoples. The word "pygmy" is Greek. Neighboring Africans call these peoples Mbuti or Binga.

Economics

More attention should be given to African urban areas, industrial development and tourism. While agriculture is still the source of sustenance for 70-75% of Africa's people other economic sectors are emerging rapidly.

Nearly all respondents made a plea for an understanding of African cultural values.

African forms of expression, institutions of marriage, organizations of family, etc. all meet African needs and aspirations. They reflect, in their own ways, the responses of specific human societies to universal needs for social organization and social controls.

The majority of participants stated that the focus should be on contemporary Africa and Africans.

Some felt that a "core" or cross-disciplinary approach was needed in which traditional history and geography could be combined with literature, sociology, economics and political science. Emphasis upon current urban developments, religion, ethics, and problems of modernization were also mentioned.

Nearly all respondents believe North Africa should not be treated separately from the remainder of Africa.

The entire continent should be taught as a unit. However, North Africa could also be taught as part of a unit on the Islamic world.

Editor's note:
For further information see Merry M. Merryfield's essay: *Teaching About Africa.* ERIC Digest No. 36. Bloomington, Indiana: ERIC Clearinghouse for Social Studies/Social Science Education. ED 278 602.

A Note on Using Statistics

Many organizations and agencies, even in the most technologically developed nations, sometimes use statistics that they have not been able to verify. It is often very difficult if not impossible to collect accurate statistics.

For example, the number of persons participating in public protests, the number estimated to have a particular disease, the number unemployed at any one time, the total miles workers spend commuting to and from work, the number of illegal aliens in the U.S., or the incidence of alcohol or drug abuse among teenagers, often fall into the category of "best guesstimates."

Most of these statistics and many others used in studying about other countries are often based on a sampling with varying degrees of accuracy and, for a variety of reasons, they are all virtually impossible to scientifically prove. Statistical variations and inaccuracies are common even in those nations having excellent data collecting capabilities.

What about nations less technologically advanced? In many cases, even the most basic data is often unavailable or cannot be reliably verified. Accurate birth and death rates, literacy levels, daily caloric intake, school enrollment percentages, religious preferences, life expectancy, health statistics and basic economic and population figures are often difficult to calculate in many countries around the world.

Students should be aware of this reality when they pursue information on Cameroon or on your Peace Corps Volunteer's host country.

The African Environment

Sources: Murphy, E.J. and H. Stein. *Teaching Africa Today*. New York: African-American Institute, 1973. Adapted with permission. Statistics source: Hughes, James, Executive Editor, et al. *Illustrated Atlas of the World*. Chicago, Illinois: Rand McNally and Company, 1989.

Africa is the world's second largest continent with an area of 11,700,000 square miles. This is more than three times the size of the entire United States which has an area of 3,679,245 square miles.

Size and Topography

Africa's tremendous size is important. For example, the continent of Africa has a low population density: There are 642,100,000 people in Africa or 54 persons per square mile. By comparison, the United States population is more than 247,410,000 or nearly 67 persons per square mile and the population of the United Kingdom is approximately 57,090,000 in an area of 93,629 square miles, or roughly 610 persons per square mile.

Distances across the continent of Africa are great. It is about 4,300 miles from Cape Town, South Africa to Cairo, Egypt and from Somalia to Senegal. The continent spans seven time zones.

Distances within most countries are also great, making it difficult to maintain communications between major cities and isolated rural areas and between the coast (where most African capitals are located) and the interior.

For example, within Nigeria one may have to travel 1,000 miles to reach Lagos; within Tanzania, more than 800 miles to reach the capital, Dar es Salaam; within Algeria, more than 1,000 miles to reach Algiers; within South Africa, 1,000 miles from Cape Town to Johannesburg.

With such great distances, the cost of building highways and railroads is great, especially for countries with limited government budgets.

In fact, one of the chief problems of most modern African nations is finding the funds to construct vital transportation links between their capitals and the rural areas and between inland agricultural and mineral areas and seaports.

Compensating partly for the great distances is the fact that much of Africa consists of flat or rolling plains. Africa has relatively few internal physical barriers to communication. Much of Africa looks more like the rolling prairies of western Kansas in the United States Midwest than it does the rainforests of the Amazon.

On the other hand, the Sahara desert, which is roughly as large as the entire continental United States, can be an obstacle to trans-continental communication. Despite its size and harsh conditions, however, caravan routes have traversed the desert for more than 2000 years, and much of West Africa's history can only be understood in light of this vital trans-Saharan trade.

A second hindrance is that topographically, Africa is composed of plateaus that drop rapidly near the coasts to the sea. Rivers tumble down to the sea from the interior plateaus in rapids and waterfalls, so that few can be navigated inland.

Roads and railways in many areas must ascend sharply from the coast, increasing both the cost and the engineering problems of building and maintaining them. Several regional obstacles to communication and transportation also exist:

- The Atlas Mountain Chain (1,500 miles long) of northwestern Africa fostered the location of all major cities in Morocco, Algeria, and Tunisia along the Atlantic or Mediterranean coast or on the coastal plain.
- The Zaire Rain Forest is Africa's largest area of swamps and dense vegetation. It is very difficult to traverse except by the numerous tributary rivers of the great Zaire River which has the second largest drainage area in the world.
- The Nile River's Sudd is another great swampy region which is choked with floating mats of papyrus-type reeds and grasses that make transportation and communication extremely difficult.

Despite these and other physical obstacles, peoples have moved over vast areas of the continent while remaining in contact with one another. This has promoted some sense of unity in language and culture, with strong evidence of deep roots of commonality among some African peoples.

Climate

Africa's climate is critically important in maintaining a healthy ecosystem for people, animals, crops and vegetation to grow and develop. The temperature in most of tropical Africa is a relatively pleasant 70° to 82° F with cooling breezes in the evenings, cooler rainy seasons, and high evaporation rates bringing relief from high daytime temperatures.

The high average temperatures adversely affect the soil fertility because the decomposition of vegetable matter in topsoil is accelerated. This retards the buildup of humus, which is essential for rich and deep topsoil.

The warm climate of tropical Africa also aids the breeding of disease-bearing insects and bacteria such as: the tsetse fly, which carries sleeping sickness (trypanosomiasis); snails, a breeder of bilharzia (schistosomiasis); mosquitos, which carry malaria and filariasis; and the guinea worm, which causes blindness.

Rainfall is the most critical climatic factor of all. More than half of Africa has insufficient annual rainfall to support good agriculture. Many of the areas of Africa that do get a high annual rainfall receive heavy downpours during one season, leaving the land dry for the rest of the year.

The heavy downpours help to erode the thin topsoils, carrying away the fertile part, and facilitating leaching, a process by which nutrients in the topsoil are washed downward through the soil, leaving the topsoil with inadequate nutrients.

Cameroon: An Overview

Source: Adapted from *Country Information Packet:* Revised edition. Cameroon, Peace Corps Cameroon, 1990. Statistics Sources: Hughes, James, Executive Editor, et al. *Illustrated Atlas of the World.* Chicago, Illinois: Rand McNally and Company, 1989. *Africa South of the Sahara, 1992.* Twenty-first edition. London: Europa Publishing Limited, 1991.

Cameroon is an elongated, triangular country situated at the juncture of West and Equatorial Africa with an area of 183,569 square miles and a population of approximately 11,495,000. It extends from the Gulf of Guinea to Lake Chad and is a land of physical, climatic and cultural contrast.

Cameroon is often called "Africa in Miniature" because of the variations from desert to rain forest to grassland plateau to mountainous areas to tropical beaches--all to be found in one country. Dense forest and heavy rainfall prevail in the south; a mountain range with steep slopes and a prolonged rainy season is a feature of the western provinces; a vast plateau covered by tropical savannah is found in the central region north of which lies the semiarid grasslands that border the Sahara.

Cameroon is also a type of cultural crossroads, a melting pot where many of the peoples of Africa south of the Sahara co-exist: Bantu and Sudanese; Muslim, Christian and animist; and French, English and Arabic-speaking peoples.

History

Much of the written history of Cameroon starts with the first contacts made by Western explorers. But Cameroon has a much richer history. Archaeologists are beginning to find evidence of people who lived thousands of years ago in what is now known as Cameroon.

Unfortunately, for the history of the major population groups of Cameroon, there are no real tangible records at all. However, some of the pre-colonial period history has been reconstructed by linguists through the inter-relationships of language groups.

The Bantu group of languages is the basis for nearly all of Cameroon's numerous dialects, suggesting that Cameroon's current tribes evolved from the same group of peoples with an origin of perhaps 2,500 years ago. Some lingui-historians believe that Cameroon was the birthplace of all of the Bantu speaking peoples, who now cover Africa from the West Coast to South Africa.

Although the history of the people and tribes of Cameroon over the last 2,500 years is extensive, much of which is known is in the form of stories that have been passed down through the generations. There are countless tales of war, bravery, love, triumph, discovery, conquest, kingdoms, exploration and more. As archaeologists continue their work, it is hoped that this pre-colonial history of Cameroon will be made available for everyone to study and appreciate.

Western civilization's knowledge of Cameroon began with the journey made by Hanno the Carthaginian in the fifth century B.C. to Mount Cameroon, the mountain he christened the "Chariot of the Gods." In 1472, Fernando-Po's sailors entered the Wouri estuary near Douala and were amazed by the abundance of shrimp in the river and therefore named the river "Rio dos Cameroes" from which Cameroon got its name.

The Portuguese occupation of Cameroon was followed by Dutch and later German control. Local Cameroonians put up a stiff resistance to German rule. At the beginning of the First World War, Allied troops ousted the Germans and in 1918 the French and the British partitioned Cameroon into two colonies.

The eastern part, covering four-fifths of the territory, went to the French and the western zone went to the British. Henceforth, each of the two powers made its mark or its "own" Cameroon: the French opted for a policy of assimilation while the British adopted indirect rule. The often used term "The Cameroons" is a result of this partitioning.

When the wind of nationalism began to blow across Africa after the Second World War, the two colonies expressed a desire to be reunited. Reunification took effect soon after Ahmadou Ahidjo proclaimed the French zone independent on January 1, 1960. Cameroon became a United Republic in 1972.

Geography

Forming the boundary between West and Central Africa, Cameroon is about the size of Spain. There are three major zones: the northern savannah area, the southern and eastern rainforests, and the smaller western hill region near Nigeria that was once British Cameroon.

In the west around Bafoussam and Bamenda, the rich volcanic soils have permitted much higher rural population densities than elsewhere. This is coffee and cocoa country. In the north are the major game parks, rocky escarpments including the Mandara mountains to the west of Maroua, and the broad Benue River which flows by Garoua and eventually into the Niger River.

The south is covered with thick rain forests. Because of the difficulty in building roads in the area below Yaounde and Bertoua, few travelers venture there.

Climate

The extremes in rainfall are notable -- from barely enough rainfall to support agriculture in the extreme north near Chad, to over 200 inches annually in the southwest around the 13,500 foot Mt. Cameroon. There is no single rainfall pattern. In the north the rainy season is June through September. In the south and around Douala, light rains in March and April are followed by heavy rains from May to mid-November. There is less rainfall in Yaounde than in Douala but the pattern is the same except that in July and August, when Douala is receiving daily drenching rains, Yaounde has a dry spell.

Demographics

Because of its unique crossroads location in Africa, Cameroon's population is a mosaic of about 200 ethnic groups of Bantu, Sudanese and Arab origins. The array of groups and languages is substantial, making Cameroon perhaps the most culturally diverse country in Africa. Fortunately, the rich heritages of these peoples are not being overwhelmed by the twentieth century. Strongly hierarchical, many groups are tenaciously managing to hold on to their traditions.

Adding to the cultural diversity are the strong French and English influences. Of the total population, about four-fifths live in the French-speaking eastern part of the country and one-fifth are in the former British West Cameroon.

The largest Cameroonian groups are the Bamileke of the west, the Beti and Bassa of the south, and the Fulani and Massa of the north. Another large group, located in the area around Foumban, are the Bamoun. Around Yaounde you'll find mostly Ewondo people.

The Bamileke, centered around Bafoussam in the western highlands, are the most populous group comprising about thirty percent of the total population. Famous as traders, so many have migrated to Douala that the Bamileke constitute over a third of that city's inhabitants, more than the city's original inhabitants, the Douala. The Bamileke form a middle class of mostly transportation entrepreneurs and are heavily involved in the import-export business.

The north is largely Fulani country. Whereas the south has been in contact with the western world for over 500 years, until the twentieth century, the north was part of Fulani kingdoms centered in Nigeria and tradition and resistance to outside influences was strong.

Partially for this reason, development here is going more slowly, for example, far fewer children are in school.

Languages

French and English are the official languages of Cameroon, although twenty-four major African language groups are found in the country. Officially listed as a bilingual country, a substantial majority of Cameroonians use French as their primary international language.

You won't hear much English, for example, in Douala or Yaounde. Most government personnel, however understand both French and English.

English is the primary non-African language in the far western area bordering Nigeria, including the towns of Bamenda, Mamfe and Limbe. Fulfoulde is the lingua franca of the north. Pidgin English is a unique language widely used in the market and in trading.

Religion

About one-half of the population practice animism, one-third practice Christianity and the remainder practice Islam. The largest Muslim concentration is in northern Cameroon.

Government

Cameroon held its first multi-party presidential election in 1992. President Paul Biya was re-elected to office. He is also Chairman of the Cameroon National Union Party. Ahmadou Ahidjo served as President from independence in 1960 until his resignation November 4, 1982.

Cameroon is a republic comprised of ten provinces divided into forty-seven departments. The legal system is based on French civil law with a common law influence. There is judicial review in the Supreme Court, when a question of constitutionality is referred to it by the President.

Major Cities

The largest cities are Douala (population of 1,029,731 estimated as of 1986), Yaounde (653,670), Nkongsamba (123,149), and Maroua (103,653).

Douala is the commercial and industrial capital of Cameroon, and serves as the principal port of entry by sea and air to the rest of the country. Yaounde is the administrative capital, lying about 155 miles east of Douala.

Economy

Agriculture is the mainstay of Cameroon's economy. It provides a living for eighty percent of the population, accounting for about one-third of the country's gross domestic product (GDP) and for over half of all export earnings. Cameroon is one of only a few African countries to have enough food to be able to be a net food exporter, which means that it exports more food than it imports.

Cocoa and coffee are the main cash crops. Cameroon is the world's fifth largest producer of cocoa and the earnings from coffee are often even higher than that from cocoa.

One reason for the health of these two crops is that the government has frequently raised the wholesale price paid to coffee growers for their beans. As an indication of the importance of these crops to Cameroon's economy, major projects are underway to regenerate the coffee plantations.

Cotton, the north's only export crop, has suffered in production because of recent low prices. Revenues from wood, the country's third major resource, are on a steady upward trend.

Other significant exports include natural rubber, bananas, peanuts, tobacco and tea.

Due to strong export revenues in previous years, the government has finally been able to improve its roads. Both the southern and northern areas now have complete but separate road systems.

Wages and salaries are government controlled and the State is the biggest employer of labor. As in many countries, income disparities are wide and rising. Industrial activity has increased substantially in recent years and now accounts for twenty-four percent of Cameroon's gross domestic product.

Oil production started in 1978 and reached over five million tons (100,000 barrels/day) in 1982. A serious downturn in world oil markets, which began in 1986, has seriously affected oil exports as well as further exploration and development of oil fields.

The Cameroonian Family

Source: *Country Information Packet.* Revised edition. Cameroon, Peace Corps Cameroon, 1990.

To the Teacher

A look at the average American family will give tremendous insight into the culture of the United States. The same is true of Cameroonian family roles and structures. Understanding the role of the family in Cameroon is essential when studying and learning about this complex and growing society.

The Extended Family

Cameroonians consider cousins to be brothers and sisters and uncles to be fathers. In a much broader sense, a man or woman of the same tribe or related tribe is considered to be a brother or sister. Families who have higher incomes or who live near a school often keep and raise their relatives' children. Similarly, older people often live in the homes of their children or their nephews. The wealthier a person becomes, the more relatives come to live with the wealthier family. Members of the extended family are expected to use their influence to help their relatives.

Female and Male Roles

With more than seventy percent of the population relying on agriculture as their primary source of food and income, responsibilities are allocated within the family group to ensure the best possible use of available resources.

Women are expected to take care of the cooking, household work, raising the children, and especially the farming of food crops. In the north, both men and women share the cultivation of foodstuffs. In almost all cases, women have responsibility for the children. In most southern Cameroonian tribes, men grow the cash crops and handle heavy work such as clearing land, while women grow the food crops.

Wives generally stay at home far more than the husbands, although this varies enormously with the tribe and the individual family. In the north, most Muslim wives are carefully sheltered and remain in the compound during their youth. Although a few married women regularly go out in town without their husbands.

The man is the acknowledged head of the household, and it is he who makes the substantive family decisions and handles the money. Although the woman may buy food, household needs, etc. out of the money she gets from her farm, the man has a tight hold over her purse strings. Men take care of most of the very strenuous work (such as chopping wood) and repairs on the home. These roles may vary, of course, from family to family or from region to region. As in the family units, most community activities within the village are explicitly assigned to a particular gender.

Attitudes Towards Children

Children are given a great deal of work and responsibility at a very young age, especially in the rural areas where farming is important for the families' survival and growth. Older children take responsibility for younger children. Parents look out for their children but expect children to contribute significantly by doing their chores.

The strict hierarchy of the family applies both to siblings as well as to parents and children. Older brothers and sisters are respected as adults.

Today, in southern Cameroon, great stress is placed on schooling for children. Even the lower income families attempt to give at least some of the children some primary school education.

The Importance of Status

Status, one's relative rank in the hierarchy of society, is largely based on age, wealth, heritage, education, gender and profession in Cameroon.

A man achieves status in his community in a variety of ways. The male is traditionally the leader of the community. Chiefs, village elders, etc., are usually men. A man's status increases by virtue of his personal contribution to his community and his role of leadership. With personal wealth, his contribution can be greater and his subsequent status is passed on to his children giving them certain prestige as they reach adulthood. Education is also a road to status. In addition, a man gains in importance as he grows older.

Age automatically brings a man a modicum of respect from his juniors, even if he has not achieved status in other areas. Age, with the addition of wealth, education, etc., brings a man to the top strata of his community.

A woman's road to community status is similar to a man's, with some difference in emphasis. Her marital status is important (as it is with men), and a married woman receives more respect than a single woman.

With each child her status increases and a special place is reserved for a woman who has borne twins. If her son achieves success, she receives honor accordingly. Recognized as an important culture carrier due to her important role in child rearing, a woman is respected as a mother.

Age brings with it added importance for the woman as well as for the man. A woman of advanced age can be given a seat of importance usually reserved for a titled man in a men's meeting, merely on the basis of her greater years. A woman may also gain community prestige as a man can, by contributing to her community in some way. Thus, a wealthy woman may hold a position of great respect. Today, education can add to this.

Cameroonians hold in high regard an intelligent, educated woman who is able to maintain traditional customs as she succeeds in business, politics, etc. Although much of Cameroonian society is male dominated, women have achieved high positions in modern government as a result of the fact that there are paths available to status for a woman.

Social Organization

Source: Achanken, Atabong, and Fon. *Civics for Primary Schools.* Buea, Cameroon: Anucam Educational Books, 1987. Used with permission.

The section below has been taken directly from the Cameroonian civics text *Civics for Primary Schools.* Although intended as background information on Cameroon, it can also be used as a starting point for discussing social organization in your own community as well as in your Peace Corps Volunteer's country. It is included for informational purposes, and is not intended to advocate any specific lifestyle.

Marriage

Marriage is the union between one man and one wife or one man and many wives. Such a union becomes a marriage when the society accepts it and when the necessary procedure has been completed. This procedure may involve the payment of bride prices, a wedding ceremony and the signing of a marriage certificate in court.

When the husband and wife go to sign the marriage certificate they have to state whether it is monogamy or polygamy they are choosing.

Monogamy: This is the type of marriage where one man is married to one wife.

Polygamy: This is the type of marriage where one man is married to two or more wives.

In Cameroon, the law allows both of these types of marriages.

The Family

The family is made up of persons who are united by marriage such as the husband and wife, or persons who are related through birth or by adoption.

There are two main types of families - the nuclear family and the extended family.

The Nuclear Family: This is the immediate family which is made up of the father, the mother and their children.

The Extended Family: This type of family is made up of the father and mother, their children and all their relatives. These relatives include cousins, uncles, nieces, nephews, aunts, and so on.

The Tribe

The tribe is a group of clans living in the same area and speaking the same language. The clan is made up of descendants of a number of families who trace their origin to a common ancestor. Members of the same tribe live in the same area, speak the same language, marry among themselves and have common beliefs.

Some examples of tribes are the Bakossi, the Mbo, the Banyang, the Nkwen, the Ngie, the Nweh, the Bakweri, the Bafut and the Nso.

The Ethnic Group

An ethnic group is made up of a number of tribes living within an area. These tribes should have some things in common. For example, the different tribal languages should be easily understood by all members of the ethnic group. The tribe should also share things like dances, clothes and common beliefs about such things as death, God, or marriage.

Sometimes a single tribe which is very large can be called an ethnic group. Examples of ethnic groups in Cameroon include the Bamileke of the Western Province, the Bassa of the Littoral Province, the Bulu of the South Province, the Tikari of the North West Province.

The Village

A village is a small settlement in the countryside. The people who live in such a settlement are usually of the same clan or tribe. A village may be made up of several quarters if it is large. Sometimes a large village is a chiefdom with a Chief who rules over the people. If there are many quarters in the village, they are headed by a quarter-head or sub-chief.

Life in the village is usually very simple and interesting. Everyone knows everyone else. The problems and joys are shared by the Chief and a Traditional Council made up of nobles and elders.

The State

The State is an association of people living in a given territory This association of people accepts the rule of a common government. A State has the following characteristics:

1. It has a territory;
2. It has a police and an army;
3. It makes rules for all who live within its territory;
4. It has a government.

The Nation

The Nation is a group of people who strongly consider themselves as belonging to one country. This group may be made of people from different tribes and races. For example, the Cameroon Nation is made up of people from different tribes: Foulbes, Ewondos, Bassas, Ngies, Bayangs, Bakweris, etc. The important thing about a nation is that the people feel they are one even if they belong to different religions and tribes.

Education

Source: *Country Information Packet.* Revised edition. Cameroon, Peace Corps Cameroon, 1990.

To the Teacher

The education of children is as important in Cameroon as it is here in the United States. Both the Cameroon government and parents of students are very strong advocates of children going to school and staying in school.

The following section, through the use of commonly asked questions, describes education in Cameroon by pointing out the differences and similarities between schools in Cameroon and schools in the United States. It is interesting to note that a complete look at both systems shows more similarities than differences.

What does the school system in Cameroon look like?

The educational system in Cameroon is generally very similar to our own system. There are nursery schools in Cameroon in which, as here in the United States, attendance is optional. There are also primary schools which Cameroon children ages five to six attend. Primary school lasts seven years.

After this, children can go to secondary school, which is similar to our high school. In Cameroon, students must first pass an exam to attend a government secondary school. If they pass, most of their expenses are paid including room and board at the school. Students may often attend a secondary school far away from their hometown. After completion of four to five years of secondary school, depending on the region, students can take an exam to see if they can attend the next level of schooling called college.

This program is roughly equivalent to the first year of studies at a university here in the United States. If students successfully complete college they must then pass another rigorous exam to enter the national university system. Students may also be eligible to attend teacher-training schools, agricultural schools, polytechnic schools, or other career-specific schools

Just as different states in our country have somewhat different school systems and curriculums there are also regional differences in Cameroon. The Anglophone schools in Cameroon are based on the educational system of England, while the Francophone schools are based on the educational system of France.

The two systems are similar at the primary school level and then diverge slightly with the Francophone secondary schools allowing students to follow a curriculum that prepares them for business or civil service or a curriculum for those who want to continue at a college and/or the university.

The school year in Cameroon runs from mid-September to mid-June and is divided into three terms. During the year there are several breaks as well as religious and political holidays. A typical school day starts at 7:30 a.m. and ends at 2:00 p.m. with eight 45 minute periods and a half-hour break at lunchtime.

Like children everywhere, Cameroonian students look forward to the final bell of the day and the summer break.

Who goes to school?

The Cameroon government says that every child should have the right to go to primary school. Cameroon, like the United States, does not have a one hundred percent school enrollment rate.

Since Cameroon has an agriculturally based economy, many children must stay home from school to help their parents work on the farm. The percentage of children attending school is rising due to increased awareness by parents on the importance of education.

After primary school, the percentage of children attending school declines since secondary schools (equivalent to our high schools) are expensive and students must pass an entrance exam to attend.

In the United States, before attendance at school became mandatory for children under sixteen years old, more boys attended school than girls. This is true in Cameroon now because many girls have very specialized responsibilities at home and do not have the opportunity or time to go to school.

In addition, much of the society believes that women/girls should stay at home and men/boys should attend school and/or work at a job out side of the farm.

Not surprisingly, the urban areas of Cameroon have a higher attendance rate than the rural areas. Many rural areas are remote and it can be very difficult for children to get to school. Also, the percentage of farmers is much higher in rural areas and as mentioned above, children are often needed to help work on the farm.

Who runs the schools?

As in the United States, Cameroon's primary schools are, for the most part, run by the government. There are some private primary level, for-profit schools in the major cities. At the secondary or high school level, there are many more private schools. Some are for-profit and many more are managed by religious groups (Baptist, Roman Catholic, etc.). The only university level studies in the country are run by the government.

There are also many private, for-profit technical schools teaching students about business, secretarial skills, computers, healthcare, hairstyling, etc. These types of schools are growing rapidly as Cameroon slowly increases its industrial and service sectors.

Is schooling free?

Through primary school, children receive a free education from the government. At the secondary school, college and university levels, students must demonstrate academic ability to receive scholarships, which pay school tuition and often room and board. In general, students must pay for their own books and supplies. Students can also attend private schools but must have family resources sufficient enough to pay the relatively expensive fees.

Where are the schools?

Schools in Cameroon, like those in the United States, are found where there is a sufficient density of people. In the large cities there are many schools. In remote village areas there may be only one which covers a very large area and has only one teacher.

What subjects are studied?

Students in Cameroon get stuck on arithmetic, spelling, history, geography, reading and English problems just as frequently as they do here. They also have gym classes and health and civics studies. The actual grade level in which a subject is studied may differ from a U. S. school, but generally the subjects students are taught are similar to our own.

Students also get homework and are regularly assigned class projects, oral presentations and written reports. Grades are usually on a point system rather than a letter system like here in the United States.

What is the role of Peace Corps Volunteers as teachers?

Because the percentage of the population of Cameroon under the age of eighteen may be as high as fifty percent, there is a great need for teachers. Peace Corps Volunteers represent a necessary and welcome source of qualified teachers to supplement Cameroon's own teacher workforce.

Part II:

Using the Videotape

To the Teacher

Part II of the study guide uses the videotape "Destination: Cameroon" as the starting point for research on your community, Cameroon, or your Peace Corps Volunteer's country.

Significant topics from the video are introduced with a quote from the script. Possible questions for students to use for research follow. The quotes from the tape can be found by advancing the videotape to the time listed with each quote below. The times are listed in minutes and seconds.

Choose the quote from "Points to Ponder" which best meets the skill and interest levels of your students. After showing the tape in its entirety, replay the segment from which the quote was taken. Using resource materials from your classroom, school, or local library, have teams of students research responses to one or more of the "Questions to Investigate" which follow the quote.

Have students add to the list of questions as they do their research. Ask students to present their responses to the class either in writing, in a presentation or some other appropriate form. Please note that the videotape "Destination: Cameroon" has been sent to your school in care of your school librarian or media center coordinator. Please check with this individual to obtain the tape.

Points to Ponder

This is Cameroon, which is often referred to as "Africa in Miniature."

Time 0:25

Questions to Investigate:

1. Why is Cameroon often called "Africa in Miniature"?
2. What specific facts about Cameroon make it similar to other African nations? In turn, what makes it different from others?
3. Find one other nation in Africa that might also fit the description "Africa in Miniature." Explain your choice.
4. What state in the United States would best fit the description, "The United States in Miniature"?

It's about the same size as eleven of our northeastern states -- from Maine to Maryland.

Time 1:02

Questions to Investigate:

1. How does Cameroon compare in size to your own state or to your Peace Corps Volunteer's country?
2. What other countries are approximately the same size as Cameroon (183,569 square miles)? (Possible choices include Sweden, 173,732 square miles; Morocco, 172,414 square miles; Iraq, 169,235 square miles; Spain, 194,885 square miles; Thailand, 198,115 square miles.)

3. How do these nations compare to Cameroon in population, literacy rate, life expectancy, infant mortality rate, per capita income, and other information indicating their "quality of life?" How would you find out the reasons for the differences?

4. Would you expect the quality of life in these countries to be similar or different from the quality of life in your Peace Corps volunteer's country? Why? Is it?

The church services are very lively -- real social events. A lot gets said and done in church services. . . It's not just religious. It's also very communal and social -- like people are here.

Time 5:18

Questions to Investigate:

1. In addition to religious activities, what other activities occur at places of worship in your community?

2. In what ways are your community's places of worship involved with people in other parts of the United States? The world?

3. What places of worship exist in your Peace Corps Volunteer's country? What is the role of religion in your Peace Corps Volunteer's country?

Several times a day, nine year-old Sylvia gets water for the family. The closest spring is about a half a mile from her house.

Time 6:25

Questions to Investigate:

1. Use a world atlas or other reference to compare population density maps of Africa with precipitation maps of the continent.

   What is the relationship between population density and levels of precipitation?

   Are any major cities found in areas receiving less than 10 inches of precipitation per year? Explain any exceptions that are found.

2. From where does your own community get its water? How? At what costs?

3. How do the people in your Peace Corps Volunteer's country get their water?

4. What is the role of water in your Peace Corps Volunteer's daily life?

During the rainy season, the tin roofs protect the dried earth bricks from getting muddy.

Time 7:18

Questions to Investigate:

1. What may the people in Andek have done before they had tin roofs to protect their sun-dried mud bricks from the rain?

2. What do roof types (material/degree of slope) and building shapes/materials tell us about an area's climate?

3. In your own neighborhood or community, what types of building materials are used most often? Why? Where are they from?

4. What materials were used to build your own school building? Why? From where did they come?

5. With what materials are houses in your Peace Corps Volunteer's country made? Why?

Another way that people in Andek communicate is with a talking drum.

Time 8:20

Questions to Investigate:

1. Individually or in pairs, have students list all the ways they can think of that humans "communicate" with others.

2. Categorize the lists, e.g., those requiring written language; those requiring electricity or other power sources; those requiring sight or hearing to be received; those that can only be used during daylight; those requiring "special knowledge" to be understood (jargon or technical language) and so on. How might these categories be useful and to whom?

3. Which of those methods listed, if any, are most likely to be understood by persons from other cultures?

4. Which are easiest or hardest to learn or use? Which are least expensive to use?

5. Which ones are used -- in some form -- in all cultures?

Almost four thousand students live in Amban. That means that nearly two out of three people living here goes to school.

Time 11:40

Questions to Investigate:

1. Is this an unusual amount? Why or Why not? How does this compare with your Peace Corps Volunteer's country?

2. How would you find out the percentage of people in your community who are school age? What is the percentage? What percentage attend school? How does this compare with your Peace Corps Volunteer's country?

3. Do more boys or girls attend school in your community? Why? In your Peace Corps Volunteer's country? Why?

They are excited about sharing their culture with American students and have identified places around the community that are important in their daily lives.

Time 15:18

Questions to Investigate:

1. What are some of your favorite places at home? At school? Why?

2. What is one of your favorite places in your community? Elsewhere? Why?

3. How would you describe one of your favorite places in terms of its location, region, and characteristics as a place?

4. If a student from Cameroon came to your community, what would you show him/her? Why?

5. What places in your community are important to almost everyone in your community? Why?

6. Were these places important to them 5, 10, or 20 years ago? Why or why not? Do you think these places will still be important to them in 5, 10, or 20 years? Why?

7. Are the places the students in Bogo identified more or less likely to remain important to students in the future? Why?

8. What places are important in your Peace Corps Volunteer's community? Why? Are these places more similar to those you picked in your community or to those picked by the Cameroonian students in their community? Why?

Part III:

Activities and Worksheets

To the Teacher

This section of *Destination: Cameroon* is a collection of general activities which introduces such diverse topics as language, sports and citizenship education. The activities, which were designed primarily for middle school students, can be adapted to suit the interest and ability levels of your students. Although focusing on Africa or Cameroon, the activities can be adapted to your study of your Peace Corps Volunteer's country.

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1. Cultural Similarities

Purpose:
To provide students with an opportunity to discover similarities between themselves and the peoples of Africa.

Materials Needed:
Journal or notebook

Activities:
Have students develop their own personal "Cultural Log" or "Cultural Journal" as they study Cameroon and Africa. Rather than recording that which they think is "different" or "strange," as they read and research, listen, discuss and investigate African nations and regions, have them record all of the things that all humans, everywhere, do, feel or experience.

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2. Perceptions of Africa

Purpose:
To assess students' perceptions of Africa before and after their study of Cameroon.

Materials Needed:
Worksheet "Which is Africa?" page 36
Worksheet "Africa to You" page 37

Activities:
Give individuals or teams a few minutes to fill out either the "Which is Africa?" worksheet or the "Africa to You" worksheet.

Next, have students discuss their choices. Ask students to explain the reasons for their selections and, if possible, the source(s) of their beliefs. Save the responses to compare with responses made after your study of Cameroon.

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3. Country Names

Purpose:
To identify African countries by their correct names.

Materials Needed:
Worksheet "Where in the World Is Kamerun?" page 38
Answer Key, page 46

Activities:
Have individuals or cooperative groups try to complete the worksheet "Where in the World Is Kamerun?"

Have students research the meaning of each name and the date it came into effect. Ask what patterns in their responses the students notice.

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4. Water and Location

Purpose:
To test the relationship between the location of cities and supplies of water.

Materials Needed:
Political maps of the United States, Africa, Asia, South America, your Peace Corps Volunteer's country

Activities:
Have students work in teams to quickly develop lists of all of the ways that humans use water. From these lists develop a composite class list.

Have students check the location of all state capitals in this country to see if, in fact, they are located on bodies of water. Can they find any exceptions? If so, can they explain them?

Have students now check the locations of all of Africa's capitals that are not located on the ocean. Are they located on other types of water bodies? Can they find any other major cities in Africa that are not on bodies of water? In Asia? In South America? In their Volunteer's country? What generalizations can be made about the location of cities and the availability of water?

Investigate how major cities in this country (e.g., Fort Worth, Denver, Tucson, Santa Fe, Amarillo, Phoenix, or Los Angeles) are attempting to solve their increasing water problems. Might their "solutions" be applied to African cities? Explain why or why not.

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5. Historic Parallels

Purpose:
To illustrate that some of the current issues of African countries were once issues in the United States.

Materials Needed:
Worksheet "Parallels with the Past"
page 39
Answer Key, page 46

Activities:
Have students research one of the pairs of parallel events on the worksheet "Parallels with the Past." If the topic requires more research than time permits, select only a few of the parallels, and let the entire class work together on them. Have students share the information with the rest of the class.

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6. Sequent Occupance

Purpose:
To illustrate the concept of "sequent occupance" (a geographic phenomena which shows a pattern of multiple layers of culture that have succeeded one another over time).

Materials Needed:
World atlas, encyclopedia or other resource books

Activities:
Have students research how land in southern California was utilized at various times by various groups: the original Native Americans, the early Spanish cattle ranchers, American wheat or orange growers, cotton growers, and the film, aerospace and tourism industries.

What accounts for the changes in how people used the land?

Have students select a region or nation in Africa and research its history to determine the sequence of groups that once occupied that area. Identify ways in which each group made a living.

Have students pay special attention to how the topography, climate and natural resources found in that region influenced choices by successive groups of earlier occupants.

Find out which groups over time have settled in your Peace Corps Volunteer's country (temporarily or permanently). How have they used the land? How did the topography, climate and natural resources influence the way the area was used?

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7. Cities, Countries, Landforms

Purpose:
To identify select cities, countries, land and waterforms of Africa.

Materials Needed:
Worksheet "Find the Stranger!" page 40
Answer Key, page 46

Activities:
Have pairs or cooperative groups develop strategies for identifying "the stranger" in each group of places, land or water forms given on the worksheet. After students have shared their strategies, have them complete the task. Compare responses.

Have students develop a similar activity for your Peace Corps Volunteer's host country or continent. Include major cities, land and water forms, and so on.

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8. Languages of Cameroon

Purpose:
To illustrate the movement of languages from place to place.

Materials Needed:
Worksheet "Try French" page 41
Worksheet "What is Pidgin?" page 42
Worksheet "Try Pidgin" page 43
Maps of the United States, Africa, your Peace Corps Volunteer's country
Answer Key, pages 46-47

Activities:
The worksheet "What is Pidgin?" can be used as a handout to help students learn more about this unique language. The accompanying worksheet, "Try Pidgin" is a copy of the contents page of *Kam Gut Fo Kamerun: A First Book of Cameroonian Pidgin English* which is used to teach Peace Corps Volunteers to speak Pidgin English. In pairs, have students translate the lesson topics.

As you review the answers, ask students what pronunciation patterns they hear in Pidgin English. Why is this language different from, yet similar to, English?

Have students discuss why European languages contributed so much of the vocabulary used in Pidgin English. Can they think of other languages where this occurred? Ask students to find other languages in Africa created to foster trade. Is there such a language in your Peace Corps Volunteer's country? Why or why not?

Using U.S. maps, have students work in pairs to complete the "Try French" worksheet. Ask students to come up with reasons why so many place names with French roots are found in the United States. Ask where else in the world they would probably find place names of French origin.

Have students find out which African countries use French as their official language. After locating these places on a map of Africa, ask students if they notice any patterns in the way the languages are distributed. In what areas of Africa is French spoken? Why?

Explain that when the European colonial powers took over the economies and governments of Cameroon and other African nations, they introduced their own languages as a way to communicate with local residents in matters of trade and government administration (including education). French and English are the most popular European languages spoken in Africa.

While taking a walk around your school, have students list all the things that would be different in your school if another language became official. What would have to be changed in your community? What would happen if it was a language that only a few people (not you) knew how to read?

Have students find out which languages are spoken in your Peace Corps Volunteer's country. How about in the surrounding countries? Are there any patterns in the distribution of these languages?

Explain that present day Cameroon was formed through the merger of two former colonies, one British and one French. To allow all citizens equal access to government services and to assist the economy to develop across former colonial boundaries, Cameroon declared itself to be officially bilingual. What other countries around the world are bilingual? How would things change in this country if it became officially bilingual?

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9. Cameroon's History

Purpose:
To illustrate the relationship between historic events and global interdependence.

Materials Needed:
None

Activities:

Cameroon's history ended in 1472.

After writing the above statement on the blackboard, give the students a minute to think about what it might mean. Ask them to share their interpretation with a partner, then discuss the statement as a class.

Ask students to decide if the statement is true or false. Discuss how they would prove that the statement is true or false. If students seem stuck, suggest that they think about the impact of the various groups who have explored, exploited, occupied or controlled Cameroon. (For example, early Portuguese seamen and merchants, seventeenth and eighteenth century European slave traders and merchants, nineteenth century German colonialists and plantation owners, and twentieth century French and British merchants and administrators.)

Have students research how each of these groups has changed Cameroon's history. What effect have each of these groups had on Cameroon's relationship with the rest of the world?

Try the same exercise using information about the history of your Peace Corps Volunteer's country.

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10. Sports in Cameroon

Purpose:
To illustrate the movement of sports from place to place.

Materials Needed:
None

Activities:
Explain that although sports are popular in Cameroon and other African nations, many of the sports that are played are different from what we play in the United States. The game may be unique to that country, be played with different rules, or have a different name. For example, Cameroonians know about soccer, but they call it "football."

Ask students to find examples of sports other than soccer that are played in Cameroon. If possible, find out if the rules are different or similar. Why are those sports popular in Cameroon? What are the most popular sports in the U.S.? Are they played in Cameroon? Why or why not?

Have students research sports heroes from Cameroon. Are sports played in your Peace Corps Volunteer's country? Which ones? Why? Are there any world champions?

Africans, particularly East Africans, have long been excellent long distance runners. Ask students to find out how many world records and/or championships are currently held by male and female African runners. Does an analysis of the number of victories by Africans suggest they are better runners than people from other continents? Why or why not?

11. Citizenship Education

Purpose:
To compare and contrast the meaning of citizenship in the United States and in Cameroon.

Materials Needed:
Worksheet "Learning to Be a Citizen" page 44

Activities:
Have students look up the meaning of the word "civics." Ask if they have ever studied civics. When? Why is civics taught in schools? What other groups teach civics?

Explain that the reading "Learning to Be a Citizen" is from a Cameroonian civics text. Have students read the chapter either silently or aloud. As they read, ask students to think about the similarities between the things they said earlier in class, and the things that are written in the Cameroonian text.

After reading the text, discuss why Cameroonians have duties as citizens. Do people in the United States have duties as citizens? Make a list of "Duties of a Citizen" of your school or of a citizen of the United States or of a citizen of the world. Ask how we know what these duties are. Compare the duties of a Cameroonian citizen and a U.S. citizen. How are they similar? Different?

Ask what U.S. document is comparable to the listing of a citizens' rights included in "Learning to Be a Citizen." How are the two documents similar? Are there any significant differences? Explain.

Discuss: Why is it important to be a good citizen? What is the difference between completing your duties as a citizen and being a "good citizen." Have students give examples from their family, neighborhood, and community of good citizenship.

Ask students to interview someone in your community who they consider to be a good citizen. After sharing the results of these in small groups, have students define the phrase "good citizen." Share these in poems, songs, pictures, or essays.

Have a naturalized citizen from your community speak to your class about how and why they became a citizen. Find out who can become a citizen of the United States.

Ask your Peace Corps Volunteer about the duties and responsibilities of citizens in his or her host country. Look for similarities between the responsibilities of citizens of the United States and the responsibilities of the citizens of your Peace Corps Volunteer's country.

Which is Africa?

Directions: Circle the word in each pair that in your opinion best describes Africa today. Be able to explain the reasons for your choices.

1.	Freedom	Slavery
2.	Unfriendly	Friendly
3.	Unhealthy	Healthy
4.	Large Cities	Small Villages
5.	Religious People	Non-religious People
6.	Poverty	Wealth
7.	Advanced	Backward
8.	Ugly	Beautiful
9.	Happy People	Sad People
10.	Underdeveloped	Developed
11.	Conflict	Cooperation
12.	High Crime Rate	Low Crime Rate
13.	Little Traffic	Much Traffic
14.	Hunger	Plenty
15.	Racism	Tolerance
16.	Well-educated	Poorly-educated
17.	Industry	Agriculture

Africa to You

Directions: Circle all of the words you associate with Africa. Be able to explain the reasons for your choices, as well as for the words you do not choose.

Grassland	Palm trees	Forests
Villages	Trade	Freedom
Disease	Slavery	Deserts
Rivers	Plateaus	Cities
Brave	Folk Songs	Oil
Art	White	Mountains
Mineral Wealth	Democracy	Highways
Plantations	Beautiful	Sculpture
Clean	Overpopulated	Underdeveloped
Christian	Lakes	Grasslands
Cars	Jungles	Television
Missionaries	Poor	Dance
Civilized	Weak	Malnutrition
Hot	Railroads	Powerful
Farming	Schools	Religion
Industry	Dirty	Happy People
Black	Backward	Rich
Music	Well-educated	Primitive
Churches	Fishing	Violence
Peaceful	Racial Problems	Cattle
Friendly	Drought	Tribes
Illiterate	Mountains	Rainforests

Where in the World Is Kamerun?

Directions: Find the new name for each country and enter it in the space provided. Choices are listed in the box at the bottom of the page.

	Old Name	New Name
1.	Kamerun	
2.	Central African Empire	
3.	British Somaliland	
4.	Abyssinia	
5.	Ivory Coast	
6.	Spanish West Africa	
7.	Tanganyika	
8.	Dahomey	
9.	French Morocco	
10.	Gold Coast	
11.	Belgian Congo	
12.	Southwest Africa	
13.	Bechuanaland	
14.	Portuguese Guinea	
15.	Basutoland	
16.	Northern Rhodesia	
17.	Southern Rhodesia	
18.	Malagasy Republic	
19.	Italian Somaliland	
20.	Upper Volta	

Choices:

Republic of Cameroon	Kingdom of Lesotho	Republic of Equatorial Guinea
Republic of Zambia	Republic of Botswana	Republic of Guinea-Bissau
Republic of Somalia	Republic of Namibia	United Republic of Tanzania
Republic of Zaire	Republic of Somalia	Central African Republic
Republic of Zimbabwe	Kingdom of Morocco	Burkina Faso
Republic of Ivory Coast	Republic of Ghana	Peoples Democratic Republic of Ethiopia
Democratic Republic of Madagascar	Republic of Benin	

Parallels with the Past

Directions: Read the statement about the United States in the first column. Find the statement about Africa in the second column that best matches it, and put its letter in the space provided.

United States	Africa
___ 1. For 150 years the Appalachian Mountains acted in peoples' minds as a "barrier" to westward expansion.	A. Some peoples' beliefs about the United States, e.g., Cowboys and Indians, "everyone is rich," gangsters, etc.
___ 2. Early American beliefs and attitudes toward Native Americans and the idea that they needed to be civilized.	B. African nationalists' struggles for their independence, and the difficulties faced in building a new country once the colonial rulers were gone.
___ 3. Conflict between the ranchers and the farmers in the early American West.	C. Early exploration of the African continent by Europeans.
___ 4. Early exploration of North America (routes, distances, hardships, accounts and myths).	D. For over 200 years the vast interior acted in peoples' minds as a "barrier" to exploration.
___ 5. Native Americans being moved off their land and onto "Reservations."	E. Conflicts between nomadic herdsmen and farmers in parts of Africa throughout history.
___ 6. The U.S. "War for Independence" from colonial rule, and the difficulties faced in developing a new nation once the British "enemy" was gone.	F. A high level of movement to the cities during the last 20 years with its accompanying problems.
___ 7. Our Civil War (after 75 years as a nation).	G. Native South Africans' being moved off their land and onto "Homelands."
___ 8. The growth of cities during the twentieth century with its accompanying problems.	H. Some colonial rulers' beliefs that Native Africans needed to be "civilized" and that African lifestyles were not as "good" as theirs.
___ 9. Some peoples' beliefs about Africa, e.g., Tarzan, jungles, primitive conditions, etc.	I. Africa's present "civil wars" (after only 30 or so years as nations).

Find the Stranger!

Directions: Circle the one place in each set that is different from the other three places. Be able to explain your reason for doing so. For example, in item number 1, Cairo, Rabat and Lusaka are all the capital cities of their respective countries. That makes Johannesburg a "stranger."

1.	Cairo	Rabat	Johannesburg	Lusaka
2.	Zaire	Senegal	Limpopo	Good Hope
3.	Tunisia	Egypt	Morocco	Cameroon
4.	Nyasa	Niger	Ubangi	Benue
5.	Libyan	Atlas	Kalahari	Namib
6.	Entebbe	Freetown	Accra	Khartoum
7.	Gabon	South Africa	Zambia	Tanzania
8.	Liberia	Zaire	Sudan	Guinea
9.	Kilimanjaro	Madagascar	Comoros	Sao Tome
10.	Dar es Salaam	Alexandria	Kinshasa	Niamey
11.	Luanda	Dakar	Monrovia	Mombasa
12.	Zambezi	Volta	Chad	Victoria
13.	Agulhas	Verde	Sinai	Guardafui
14.	Sidra	Victoria	Guinea	Aden
15.	Somalia	Kenya	Liberia	Mali
16.	Uganda	Benin	Angola	Mozambique
17.	Niger	Nile	Orange	Tibesti
18.	Chad	Cameroon	Burkina Faso	Lesotho

Try French

Directions: Using the French terms defined below, find the place in the United States that uses that term (or a form of that term) in its name. Write the name of that place in the blank after the term. In the third column, write in the correct latitude and longitude for the center of that particular place. We've done an example for you.

1.	beau (beautiful)	Beaumont, Texas	30.5°N 94.6°W
2.	porte (door)	_____	_____
3.	plat (flat)	_____	_____
4.	pied (foot)	_____	_____
5.	vert (green)	_____	_____
6.	lac (lake)	_____	_____
7.	grand (large, big)	_____	_____
8.	mont (mountain)	_____	_____
9.	rouge (red)	_____	_____
10.	haute (tall, high)	_____	_____
11.	ville (town)	_____	_____
12.	vue (view)	_____	_____
13.	eau (water)	_____	_____
14.	bois (wood)	_____	_____
15.	detroit (strait)	_____	_____

What is Pidgin?

When Europeans first landed on the West African Coast they could not communicate with the local people because they did not have common speech. Pidgin English, a kind of language that combines the grammar and vocabulary of several languages, was developed for the purpose of mutual understanding.

Pidgin English (one of many kinds of pidgin) is believed to have started as far back as the fifteenth century with the arrival of the Portuguese on the African Coast. By the seventeenth century many other European and African ethnic groups had begun using it when trading with each other. Today Pidgin English is widely spoken in much of the West African Coast (Sierra Leone, Ghana, Liberia, Nigeria, Cameroon, Benin, Equatorial Guinea, etc).

In Cameroon, Pidgin English is a common language in the Anglophone regions (North West, South West Provinces) and is spreading very rapidly. It is the most common language for people from different regions.

Pidgin English is also widely spoken in Francophone Cameroon, for example, ninety-seven percent of the people who live in Douala use Pidgin English, and about fifty percent of the people in the southern half of Cameroon use it as well. It is also used in most of Cameroon's urban markets.

Below are the origins of selected Pidgin words:

Pikin comes from "Pequino" a Portuguese word meaning child.

Dash comes from "Dache" a Portuguese word meaning gift or tribute.

Sabi comes from "Saber" a Portuguese word meaning to know.

Palaba/Palava comes from "Palaba" a Portuguese word meaning conference, discussion.

Wahala meaning "trouble" comes from the Yoruba language.

Nayo meaning "carefully" comes from the Douala language.

Munyn meaning "female in-law" comes from the Douala language.

Ngondele meaning "young woman/girl" comes from the Douala language.

Some other Pidgin English words and their translations include:

Kwa - Bag.
Kwakanda - Bachelor, useless fellow.
Moyo - Male-in-law.
Ashya - Greeting, sorry.
Kongosay - Gossip.
Njamanjama - Greens.
Nyanga - Ostentation.
Potopoto - Mud.
Mbanya - Co-wife.
Banja - Rib zone of the body.
Njangi - Credit union.
Njakiri - Tricks.
Njumba - Lover.
Kembe - Native gin.
Brukutu - Native beer from millet or maize, etc.

Some Pidgin words are derived from English. However, they are pronounced and written differently:

Wata - Water.
Aks - Ask.
Arata - Rat.
Ayon - Iron.
Bondru - Bundle.
Gron - Ground.
Sidon - To sit, to sit down, to stay

Try Pidgin

Directions: The following words and phrases are from a Cameroonian book which is used to teach Pidgin English. Translate the titles of the lessons into English, writing your response in the space under each line. For example, "LESIN WAN" is *Lesson One* and "hau weh dem di salut" is *How we salute others* or *salutations*. (Hint: Try reading the words aloud. What English words do they sound like?)

Example:

LESIN WAN:	Hau weh dem di salut 15
Lesson one	***Salutations***
LESIN TU:	Ha fo introdyus yasef fo pipol an fo tek lif 16
_____	_____
LESIN TRI:	Profeshon dem fo pipol 20
_____	_____
LESIN FO:	Pat dem fo pesin i bodi 23
_____	_____
LESIN FAYF:	Derekshon an wey dem fo waka fo Kamerun 25
_____	_____
LESIN SIKS:	Maket fo Kamerun 29
_____	_____
LESIN SEVIN:	Chop haus fo Kamerun 31
_____	_____
LESIN EIT:	Famili fo Kamerun. 32
_____	_____
LESIN NAYN:	Wan dey fo piskop 33
_____	_____
LESIN TEN:	Dailok 35
_____	_____
LESIN ELEVIN:	Plura fom 40
_____	_____
LESIN TWEF:	Komparyson dem 43
_____	_____

Source: *Kam Gut fo Kamerun: A First Book of Cameroonian Pidgin English.* Yaounde, Cameroon. Luna Graphics. Used with permission.

Learning to Be a Citizen

Directions: The following reading is from a Cameroonian primary school civics textbook. How are the rights and duties of citizens in Cameroon similar to the rights and duties of citizens in the United States?

A Cameroonian citizen is one who considers Cameroon as his fatherland because his parents are Cameroonian. A person whose parents are not Cameroonians, can become a citizen by a process called naturalization.

In this case he applies to the Government which then considers his application and decides whether or not to make him a citizen. If a woman also marries a Cameroonian husband, she automatically becomes a Cameroonian by marriage. Every citizen enjoys a number of rights. At the same time, he is required to perform a number of duties.

The rights of a Cameroonian citizen are many. But the following require special attention:

1. Every citizen is equal before the law.
2. Every citizen enjoys freedom and security as long as he respects the freedom and security of others and the interests of the State.
3. Everyone has the right to settle anywhere in the country provided public order and peace is not disturbed.
4. A Cameroonian cannot be forced to do what the law does not require.
5. A citizen's correspondence (letters, phone calls) is private. It may not be tampered with except by a court order.
6. A citizen's home cannot be searched except by order of a court law.
7. A citizen can only be arrested, detained or tried in cases where the law allows it.
8. Every Cameroonian child has a right to education.
9. Every citizen enjoys freedom of speech, freedom of worship and freedom of political opinion, provided public order is not disturbed.
10. Every citizen has the right to own private property.

These rights are also enjoyed by foreigners who are living in Cameroon. However, unlike a Cameroonian, a foreigner can be deprived of these rights if he goes against the law. In this case he can be deported or imprisoned. A Cameroonian citizen can also lose some of his rights if he goes against the law by being imprisoned.

Duties of a Citizen

A citizen does not only enjoy rights, he has several duties to perform in his country. These duties include:

1. A citizen must be loyal to his country and Government.
2. A citizen must pay his taxes because it is from these taxes that the Government gets money to build hospitals, roads, schools, etc.

3. A citizen fights for his country when it is invaded.

4. A citizen registers the birth of his children and cares for them.

5. A citizen helps the police and the courts to arrest and punish criminals.

Even though a citizen may do all these things, this would not make him a good citizen. Apart from doing his or her duties, a good citizen should do the following things:

1. A good citizen considers other people. He observes traffic rules and is not selfish.

2. A good citizen does not feel that he knows everything alone.

3. A good citizen obeys authority.

4. A good citizen keeps himself informed by reading notices and newspapers. He listens to the radio and does not spread false news.

5. A good citizen joins community work. He keeps his compound clean and attends meetings. He joins groups that help people, e.g., the Red Cross Society.

6. A good citizen protects and helps the weak and the poor. For example, he directs strangers who need his help, and helps children, the handicapped and old people to cross busy roads.

7. A good citizen is honest. He does not tell lies nor cheat others.

Source: Achanken, Atabong, and Fon. *Civics for Primary Schools.* Buea, Cameroon: Anucam Educational Books, 1987. Used with permission.

Answer Key

Worksheet: "Where in the World Is Kamerun?" page 38

	Old Name	New Name
1.	Kamerun	Republic of Cameroon
2.	Central African Empire	Central African Republic
3.	British Somaliland	Republic of Somalia
4.	Abyssinia	Peoples Democratic Republic of Ethiopia
5.	Ivory Coast	Republic of Ivory Coast
6.	Spanish West Africa	Republic of Equitorial Guinea
7.	Tanganyika	United Republic of Tanzania
8.	Dahomey	Republic of Benin
9.	French Morocco	Kingdom of Morocco
10.	Gold Coast	Republic of Ghana
11.	Belgian Congo	Republic of Zaire
12.	Southwest Africa	Republic of Namibia
13.	Bechuanaland	Republic of Botswana
14.	Portuguese Guinea	Republic of Guinea-Bissau
15.	Basutoland	Kingdom of Lesotho
16.	Northern Rhodesia	Republic of Zambia
17.	Southern Rhodesia	Republic of Zimbabwe
18.	Malagasy Republic	Democratic Republic of Madagascar
19.	Italian Somaliland	Republic of Somalia
20.	Upper Volta	Burkina Faso

Worksheet: "Parallels with the Past," page 39

1. *D* 2. *I* 3. *F* 4. *C* 5. *H* 6. *B* 7. *J* 8. *G* 9. *A*

Worksheet: "Find the Stranger!" page 40

1. 3 - Not a capital
2. 4 - Not a river
3. 4 - Not on Mediterranean
4. 1 - Not a river
5. 2 - Not a desert
6. 1 - Not a capital
7. 3 - Landlocked
8. 3 - Not on Atlantic
9. 1 - Not an island
10. 2 - Not a capital
11. 4 - Not on Atlantic
12. 1 - Not a lake
13. 3 - Not a cape
14. 2 - Not a gulf
15. 4 - Landlocked
16. 1 - Landlocked
17. 4 - Not a river
18. 2 - Not landlocked

Worksheet: "Try Pidgin," page 43

LESIN WAN: *Lesson one:*	Hau weh dem di salut *Salutations*	15
LESIN TU: *Lesson two*	Ha fo introdyus yasef fo pipol an fo tek lif *How to introduce yourself*	16
LESIN TRI: *Lesson three*	Profeshon dem fo pipol *People's professions*	20
LESIN FO: *Lesson four*	Pat dem fo pesin i bodi *Parts of the body*	23
LESIN FAYF: *Lesson five*	Derekshon an wey dem fo waka fo Kamerun *Directions and ways to travel in Cameroon*	25
LESIN SIKS: *Lesson six*	Maket fo Kamerun *Cameroon markets*	29
LESIN SEVIN: *Lesson seven*	Chop haus fo Kamerun *Cameroon restaurants*	31
LESIN EIT: *Lesson eight*	Famili fo Kamerun. *Cameroon families*	32
LESIN NAYN: *Lesson nine*	Wan dey fo piskop *A Peace Corps Volunteer's day*	33
LESIN TEN: *Lesson ten*	Dailok *Dialog*	35
LESIN ELEVIN: *Lesson eleven*	Plura fom *Plural forms*	40
LESIN TWEF: *Lesson twelve*	Komparyson dem *Comparisons*	43

Part IV:

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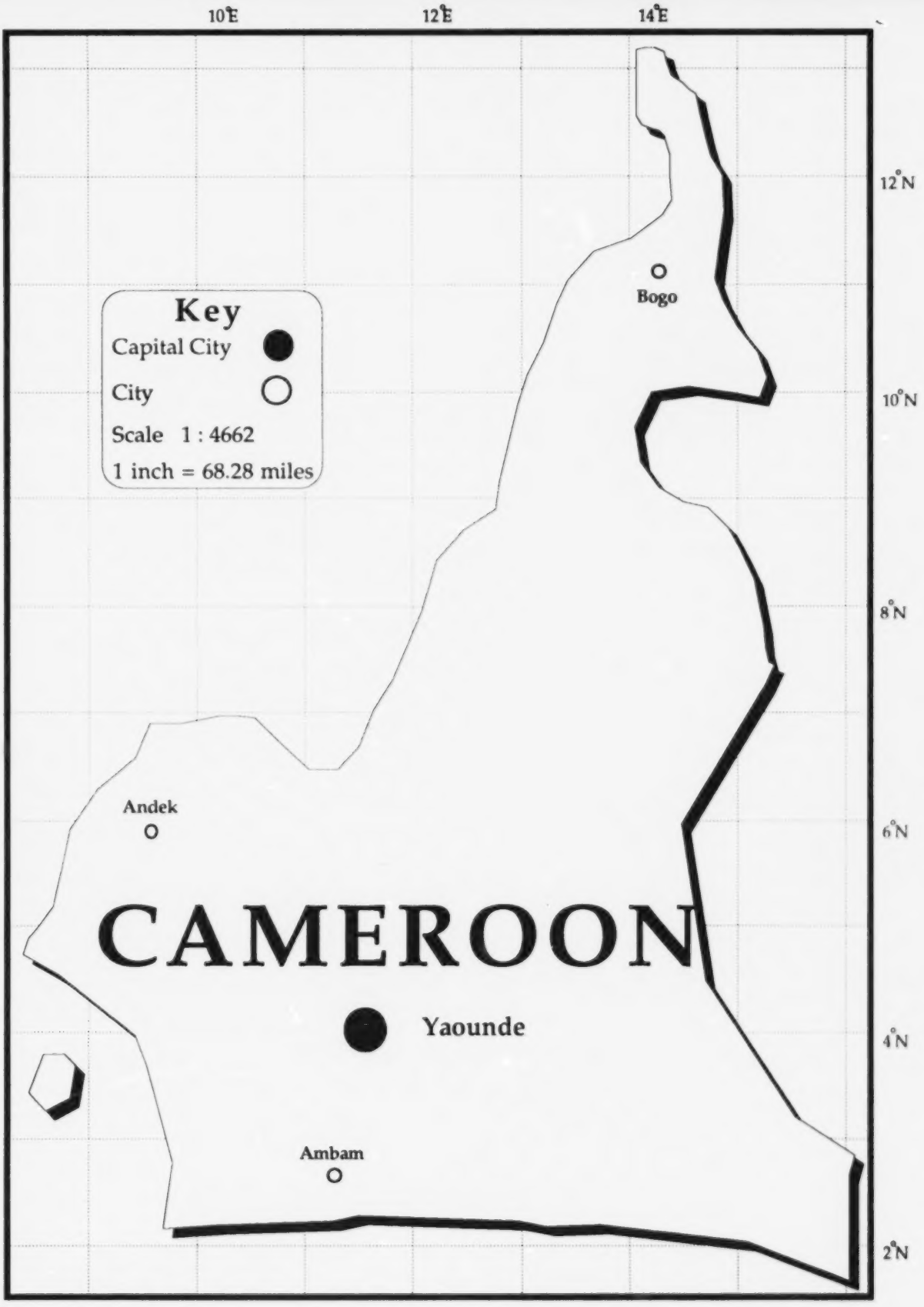
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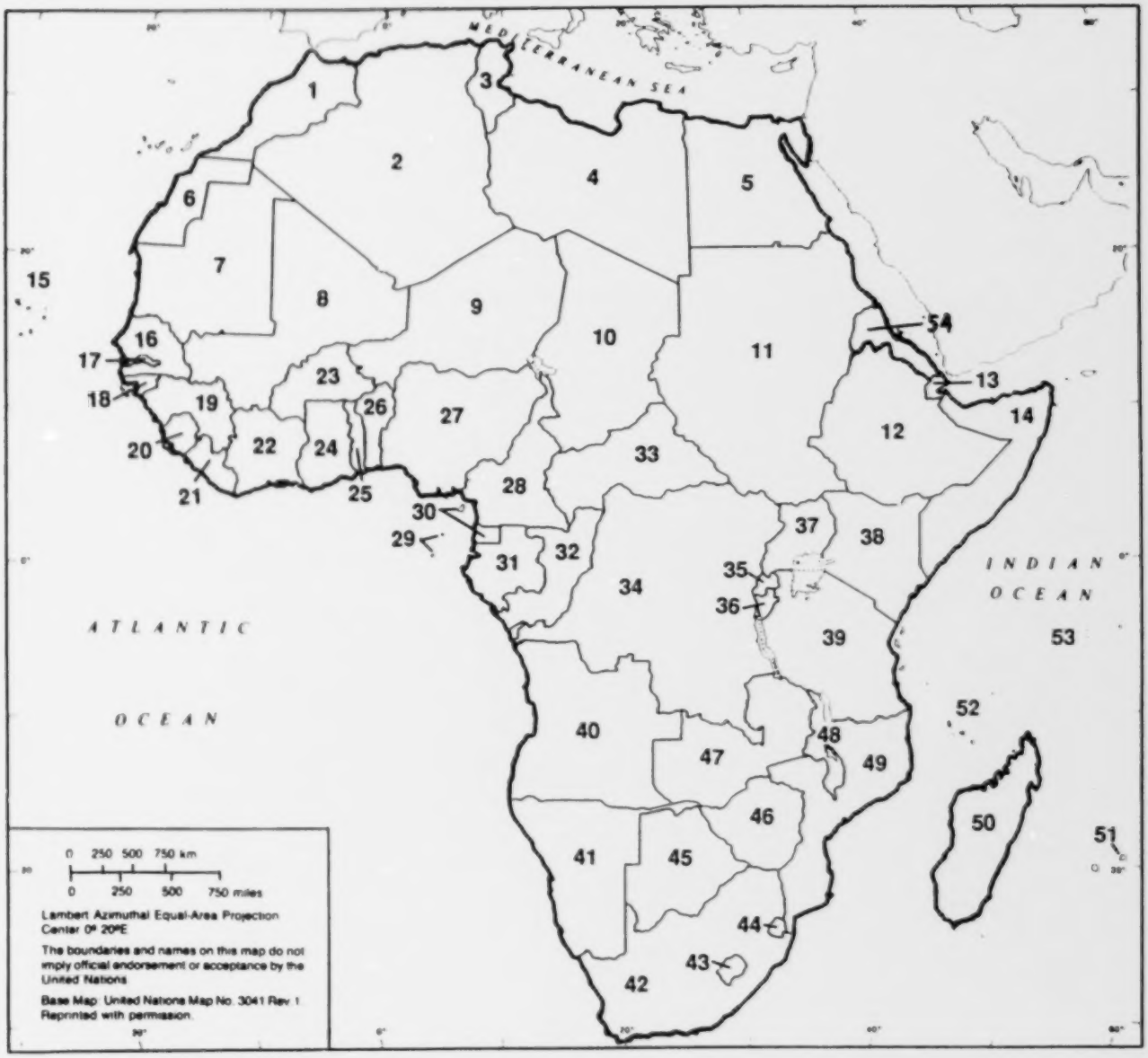

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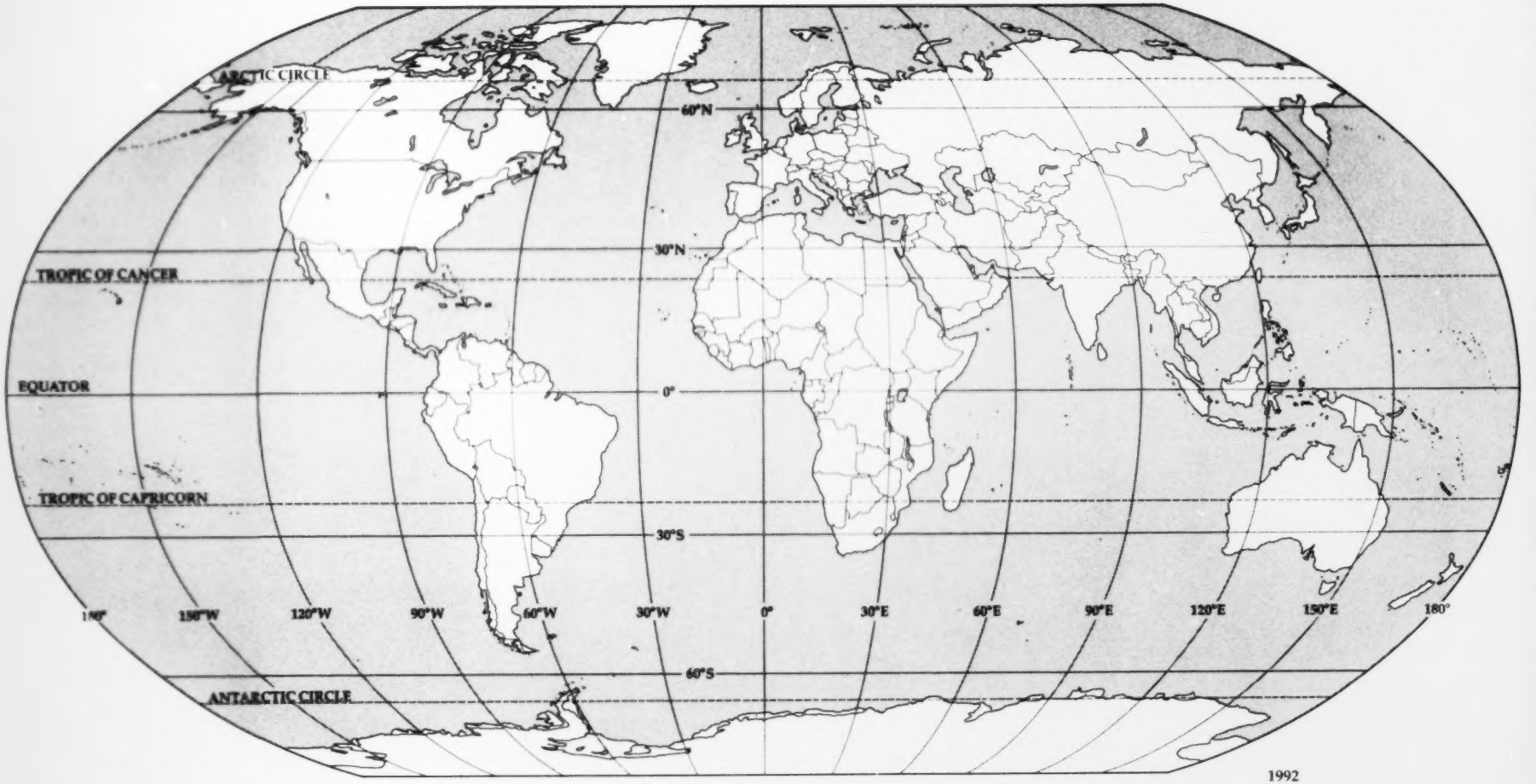

Political World

0 1000 2000 3000 4000 MILES

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